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ABSTRACT

This handbook for student teachers and teacher education center faculty members explains the purposes of field experiences in the teacher education program of Southwest Minnesota State College (SMSC), outlines suggested behaviors for the people directly involved in the program, and answers some common questions. Some general information concerning student teaching is presented, and the roles of the student teacher, the center faculty, the center coordinator, the coordinating committee, and the division of education faculty are defined. Requirements for student teaching on the secondary and elementary education level are listed. A teaching-learning model is outlined, and the structure of the SMSC junior field experience program is presented. (PD)

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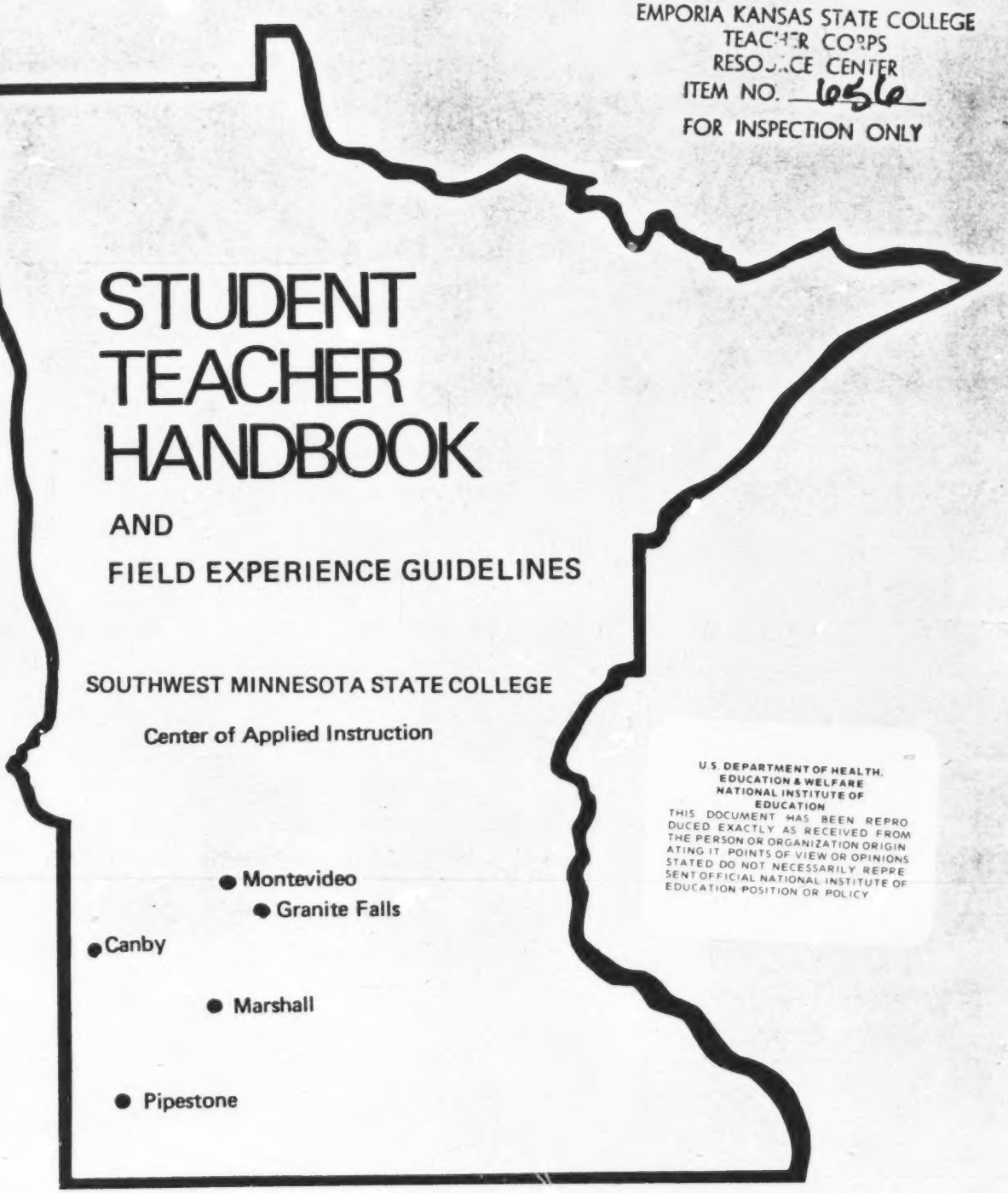
STUDENT TEACHER HANDBOOK

AND

FIELD EXPERIENCE GUIDELINES



SOUTHWEST MINNESOTA STATE COLLEGE

Center of Applied Instruction

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PREFACE

This handbook was prepared for two audiences, student teachers, and Teacher Education Center faculty members. The handbook is meant to be used as a guide to better explain the purposes of the field experiences in the teacher education program of Southwest Minnesota State College, to outline suggested behaviors for the people directly involved in the program, and to answer some of the most common kinds of questions.

We are happy to involve you in the Teacher Education Center program. You will be able to contribute much to promote better education. For education to move forward, it will take melding of the efforts of people in teacher training institutions and the public schools. The following guidelines have been developed to better coordinate the experiences of student teachers during their field work. We hope this will lead to a profitable experience for the student teacher, the Teacher Education Center faculty, and Center students.

GENERAL INFORMATION

1. It is strongly recommended that the student, during his period of student teaching, reside in the community to which he is assigned.
2. The student teacher is responsible for housing and transportation arrangements.
3. The student teacher shall inform the coordinator of his local address and telephone number.
4. In the event of illness or an emergency necessitating absence from his assignment, the student teacher must clear the absence with the supervising teacher(s).
5. Since student teaching is a full time experience, it is strongly recommended that the student teacher neither carry additional courses nor seek employment during this assignment.

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6. The student teacher is required to have personal liability insurance coverage which may be obtained by joining the Student Minnesota Education Association, the Student Minnesota Federation of Teachers, or by purchasing from a private insurance company.

7. The student teacher will follow the same regulations regarding calendar, daily time schedule, and extra-curricular activities as the Center faculty.

8. The student teacher is required to visit his assigned center at least two weeks before his student teaching experience begins for final assignment and initial planning with his supervising teacher(s)

9. It is recommended that the student teaching assignment, whenever possible, involve team planning and team teaching.

THE STUDENT TEACHER

The Student Teacher:

1. Accepts expanding teaching responsibilities, based upon readiness, culminating in the full range of activities of a teacher.

2. Conducts himself as a regular member of the teaching faculty, participating in appropriate social and professional activities.

3. Confers regularly with the Center faculty and Center coordinator regarding progress, growth, and special problems which may involve subject matter, discipline, rapport, and planning.

4. Abides by the philosophy of the school--its goals, expectations, organization, and total program which may be found in the Teacher's Handbook, Student Handbook and/or School Policy Book.

5. Adheres to school regulations and policies, and the Center faculty standards of behavior and dress.

6. Places school obligations ahead of personal wishes and accepts assigned duties.

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7. Accepts the same kinds of responsibilities and obligations as Center faculty.

8. Plans cooperatively with Center faculty.

9. Learns routine appropriate to his assignment.

10. Becomes aware of all sources of information and knowledge concerning students. (Cumulative records, pupil personnel services, and extra-curricular activities.

11. Safeguards all personal and confidential information and uses it only for professional purposes.

12. Explores a variety of teaching techniques and begins to develop a personal teaching style.

13. Schedules a final conference with the Center coordinator to discuss his performance.

14. Attends a three credit student teaching seminar course conducted by the Center Coordinator.

THE CENTER FACULTY

The Center Faculty:

1. Gives the student teacher direction and assistance in making the transition from student to teacher.

2. Serves as a model for successful teaching.

3. Serves as a teacher/counselor of student teachers.

4. Inducts the prospective teacher into the teaching process.

5. Works with the student teacher as a senior colleague.

6. Aids the student teacher through orientation, planning, supervision, and evaluation.

7. Confers with the student teacher on a planned, regular, and frequent basis.

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8. Provides an atmosphere for the acceptance of the student teacher by Center faculty and students.

9. Provides an atmosphere which encourages the student teacher to become an integral part of the school system.

10. Directs the experiences of the student teacher to the greatest benefit of the Center students.

11. Serves, upon request, as a resource consultant for teacher education.

12. Provides the primary guidance for the student teacher; however, the coordinator is available for consultation.

13. Accepts the major responsibility for supervision and evaluation of the student teacher.

THE CENTER COORDINATOR

The Center Coordinator:

1. Aids the administrative staff of the school in the selection of the Center faculty with whom the student teacher will become involved.

2. Confers and plans with Center administrative staff and faculty and coordinates the assignments and activities of Student Teachers to guarantee as broad a range of experiences and teaching behaviors as is feasible.

3. Conducts a student teaching seminar course for Student Teachers.

4. Assists the supervising teachers with the evaluation of student teachers.

5. Helps plan and coordinate credit and non-credit Center in-service programs.

6. Coordinates the Teacher Education Center activities and works directly with the administration, faculty, and staff in those aspects of the Center operation which affect the school's instructional program.

7. Acts as liaison between the Teacher Education Center and Southwest Minnesota State College; for example, arranging for consultant help and procuring equipment and materials.

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THE COORDINATING COMMITTEE

The Coordinating Committee:

1. Adopts and implements policy of the Teacher Education Center.
2. Serves as liaison between the Center Faculty, the Center Administration, and the Center Coordinator.
3. Makes recommendations concerning the needs, functions, and concerns of the Teacher Education Center.
4. Administers the expenditures of the student teaching stipend monies for the purpose of benefitting the Teacher Education Center at large.

DIVISION OF EDUCATION FACULTY

Division of Education Faculty:

1. Serve as resource personnel to Center Faculty, Center Administration, and Center Coordinator regarding skills and competencies of assigned student teachers.
2. Serve as instructional consultants and instructors of Continuing Education courses and workshops for the Teacher Education Centers.
3. Solicits ideas and recommendations for the improvement of the SMSC Teacher Education program.
4. The Director of the Center of Applied Instruction assigns SMSC students to Centers with recommendations from the Center Coordinators, the Center Faculty, and Center Administration, and from the Division of Education Faculty.

REQUIREMENTS FOR STUDENT TEACHING

Before a student will be placed in a student teaching assignment he must meet the following regulations:

Secondary Education

1. Completion of 135 credits toward a degree (senior standing)
2. Meet grade requirements for SMSC graduation.
3. Completion of at least two 4 credit blocks in the Division of Education.
4. Recommendation from major advisor

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5. Approval from Education Division faculty
6. Completion and approval of application for student teaching.

Elementary Education

1. Completion of 135 credits toward a degree (senior standing)
2. Meet grade requirements for SMSC graduation
3. Completion of at least three 6 credit blocks in the Division of Education
4. Recommendation from advisor in the Division of Education.
5. Approval from Division of Education faculty
6. Completion and approval of application for student teaching

If a student is refused student teaching placement he/she may appeal to the Teacher Education Committee Review Panel.

Membership of Review Panel

1. Division of Education Chairman or his appointed representative
2. Student who is a member of the Teacher Education Committee
3. Faculty member (other than Division of Education) who is a member of the Teacher Education Committee

STUDENT TEACHING MODEL

The performance of the student teacher will be evaluated according to his ability to successfully use in the classroom the learning model developed by the Southwest Minnesota State College Division of Education.

The teaching-learning model includes:

I. Specification of Educational outcomes desired

II. Initial determination of the condition of the learner

III. Select materials, activities, and reinforcements for the learner

IV. Organize and manage learning environments

V. Evaluate progress and assess the new condition of the learner

The student teacher must demonstrate acceptable expertise in each of the five steps of the learning model as observed and evaluated by the learner, the Center faculty, and Center coordinator.

APPLICATION OF THE TEACHING-LEARNING MODEL

I. Specification of Educational Outcomes Desired

The student teacher will develop lesson plans in behavioral terms.

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II. INITIAL DETERMINATION OF THE CONDITION OF THE LEARNER

The student teacher will develop and apply diagnostic skills and tools through the use of all available sources. (Examples: cumulative records, student work, anecdotal reports, Center Faculty resources, personnel staff resources, socio-economic background, socio-metric designs, testing, and current observations.)

III. SELECT MATERIALS, ACTIVITIES, AND REINFORCEMENTS FOR THE LEARNER

The student teacher will develop diagnostic techniques sufficient to determine the levels of cognitive, affective and/or psychomotor skills of learners and will select and prescribe appropriate individual materials, activities, and reinforcements.

IV. ORGANIZE AND MANAGE LEARNING ENVIRONMENTS

The student teacher will demonstrate in the classroom a variety of methods, activities, and techniques. (A. Skills and Abilities - Examples: giving directions, small group operation, demonstration skill, large group operation, lecture, one to one interaction, testing, asking questions, laboratory operation, classroom routine, individual differences, self-evaluation devices, class socio-metrics, reinforcement techniques, presentation skills; B. Value Judgements - Examples: human relations, classroom control, discussions, sensitivity, perceptivity, peer relationships, variety, change of pace, classroom dynamics, flexibility, rapport.)

V. EVALUATE PROGRESS AND ASSESS THE NEW CONDITION OF THE LEARNER

The student teacher will develop and use appropriate methods of criterion and normative evaluations. (Examples: standardized tests, teacher-made tests, observations, conferences, learner evaluations, grading, projects, papers, assignments.)

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GUIDELINES FOR OBSERVATION AND EVALUATION OF STUDENT TEACHERS

1. Relating to and working with students within a humane atmosphere.
2. Relating to and working with professional faculty and staff.
3. Demonstrating and applying subject matter knowledge.
4. Creating a positive environment and atmosphere for learning.
5. Communicating in verbal and written form.
6. Planning for desired educational outcomes.
7. Diagnosing and providing for individual needs of students.
8. Selecting and using a variety of appropriate methods, techniques, materials, and activities.
9. Managing and organizing the classroom.
10. Evaluating student progress in both criterion and normative measurement.
11. Using a variety of self evaluation instruments.
12. Demonstrating potential for classroom teaching.

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GUIDELINES FOR SMSC JUNIOR FIELD EXPERIENCE

The supervisor(s) department, or grade level are asked to plan with the Junior student and to provide experience opportunities for the Junior student to become involved with the teaching process. The supervisor(s) and Junior students are free to work out mutually satisfactory opportunities keeping in mind that only a small amount of time should be devoted to routine teaching activities.

The primary goal of the program is to provide opportunities for the Junior student to be involved in teaching-learning situations with students. The sooner this occurs the better. The involvement may be on a small group basis, a one-to-one basis, or in any other way which the supervisor(s) believes will be of benefit to the Junior student. The role of the Junior student can best be determined cooperatively by the supervisor(s) and the Junior students.

The Junior field experience program is structured as follows:

A. Elementary

1. The student will make a few orienting visits to the centers during Block I.
2. During a later Elementary Education Block, students will be assigned to Center Schools for the accomplishment of objectives and for a period of time prescribed by the Block instructional team.
3. Junior students will participate in three half days weekly for one academic quarter in an assigned Teacher Education Center.
4. To qualify for Junior field experience, the student must have such experience prescribed by an Advisor in the Division of Education by mid-quarter prior to the quarter in which the

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experience is to take place.

5. The student will construct a unit with an evaluation device which will take approximately 3 class periods to present. Whether or not the unit is actually presented is up to discretion of the supervising teacher.
6. The Junior field experience evaluation will be a determining factor in recommending candidates for student teaching.

B. Secondary

During a Secondary Education Block, students will be assigned to center schools for the accomplishment of objectives and for a period of time prescribed by the Block instructional team.